

English Long-Term Planning – Year 3

	Autumn term		Spring term		Summer term	
	Chapter book	Chapter book	Chapter book	Other e.g. Picture book / play / short story	Chapter book / picture book	Chapter book
Book choice	<i>The Enormous Crocodile</i> Roald Dahl (3 weeks)	<i>The Boy Who Grew Dragons</i> Andy Shepherd (Class book)	<i>The Iron Man</i> Ted Hughes (3 weeks)	<i>Stone Age Boy</i> Satoshi Kitamura (1 weeks)	<i>Roman Diary</i> Richard Platt <i>Escape from Pompeii</i> Christina Balit (3 weeks)	<i>Planet Omar</i> Zanib Mian (Class book)
Narrative focus	Traditional Tales – Fables (3 weeks)	Writing and performing a play (2 weeks)	Narrative – “Triumph of good over evil” (3 weeks)		Narrative - Adventure Stories (3 weeks)	
Suggested outcomes	Children study and consider the authorial intent of fables and their purpose. In their own narratives, children create settings, characters and a plot. The focus of their writing is on description (utilising expanded noun phrases) and dialogue	Children read and create play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action loosely based around the theme of Christmas and/or winter	Children read stories and extracts with the theme of good triumphing over evil. Pupils should be beginning to understand how writing can be different from speech and will discuss (and use) words and phrases that capture the reader’s interest and imagination. Within their narratives, children will create settings, characters and a coherent plot, which progresses the theme of good triumphing over evil		Linked to the topic of Romans, children will identify themes and conventions based initially on <i>Roman Diary</i> and <i>Escape from Pompeii</i> e.g. suspense, action. They will learn to organise paragraphs around a theme, often using suspense to consider where to end/start a new paragraph. They will build on earlier narrative units, using conjunctions, adverbs and prepositions to express time and cause	
Non-fiction focus	Instructions (2-3 weeks)	Information (3 weeks)	Recount (3 weeks)	Persuasion (3 weeks)	Explanation (3 weeks)	
Suggested outcomes	Children study instructions and the linguistic/stylistic and organisational features primarily used. Children then write their own set of instructions, focusing on audience and purpose. Subsequent detail can be found in the non-fiction progression grids documents.	Children will consider how organising paragraphs are arranged around a theme in the form of a non-chronological report. They will then use simple organisational devices to create a non-chronological report on coal mines linked to the Black Country. Subsequent detail can be found in the non-fiction progression grids documents.	Through reading children will identify the sequence of main events used for coherence. They will clearly group ideas by organising paragraphs around a theme and begin to write third person recounts e.g. letters, choosing nouns or pronouns appropriately for clarity and cohesion. Subsequent detail can be found in the non-fiction progression grids documents.	Children should discuss words and phrases that capture the reader’s interest and imagination, specific to the genre of persuasion. They will read examples of written persuasion before writing persuasion based on the geography topic of Wales. Subsequent detail can be found in the non-fiction progression grids documents.	Children will read a wide range of explanation texts and compare this to other non-fiction text types studied in the year, especially the similarity to the chronological structure of a instructions. Children will use simple organisational devices to write an explanation text linked to the Science topic of plants. Subsequent detail can be found in the non-fiction progression grids documents.	



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Poetry	Limericks (1 week)	Structure – Haiku, tanka, kennings (1 week)	Rehearse poems learnt by heart (1 week)
Suggested Outcome	Children will read and subsequently write a funny limerick shared with the year group. Children read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Linked to the Animals and Living things Science topic, children will explore the structure of either haikus, tankas or kennings and create one of their own, focusing on specific use of language/organisational features to create the desired effect	Expose children to different types of poems with discussion of likes and dislikes. Show children videos of poetry being read out loud, how does it make them feel? Discuss ways children can read poem out loud focusing on intonation. Link to presentation skills. Children to have opportunities to learn poems and rehearse in small groups.